



Crosswell Drive Elementary

301 Crosswell Drive
Sumter, SC 29150

Grades	PK-5 Elementary School	
Enrollment	520 Students	
Principal	Michael Riggins	803-775-0679
Superintendent	Randolph D. Bynum, Sr.	803-469-6900
Board Chair	E. Keith Schultz	803-469-6900

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Below Average	Average
2012	Below Average	Average
2011	Below Average	Below Average
2010	Average	Average
2009	Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

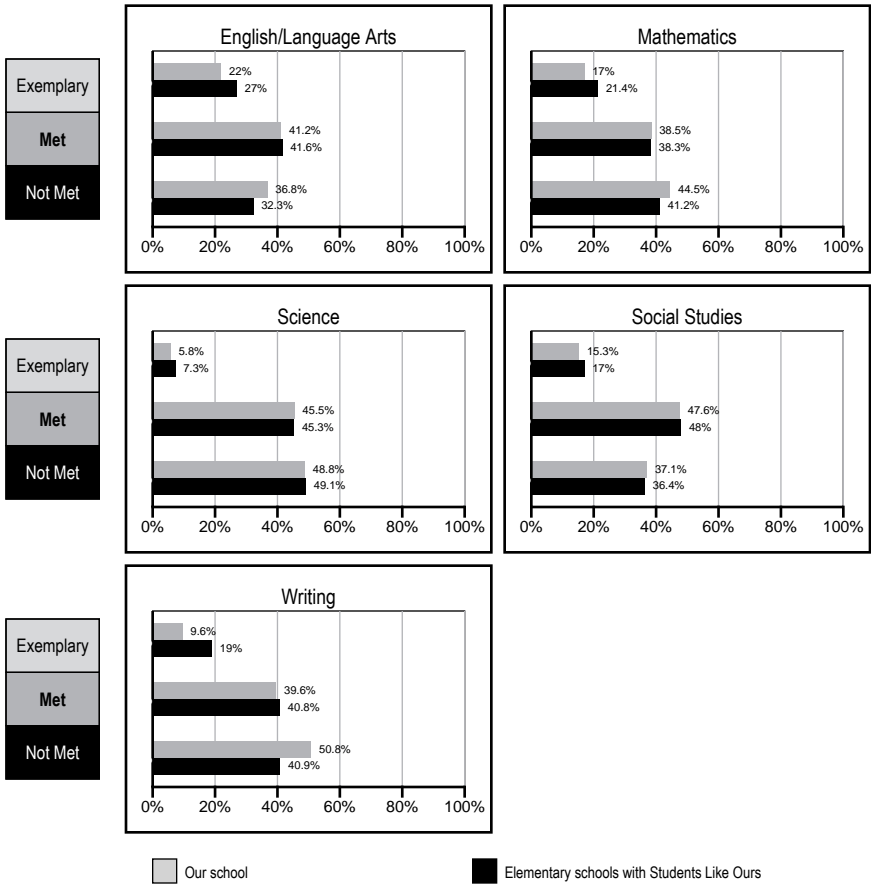
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	9	77	40	15

* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=520)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.6%	Down from 4.0%	1.1%	0.9%
Attendance rate	95.3%	Down from 95.8%	95.9%	96.3%
Served by gifted and talented program	2.3%	N/A	2.5%	7.2%
With disabilities	13.6%	N/A	13.5%	12.4%
Older than usual for grade	5.3%	N/A	2.9%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	56.4%	Up from 54.5%	60.0%	62.5%
Continuing contract teachers	87.2%	Up from 79.5%	74.3%	83.3%
Teachers returning from previous year	87.6%	Down from 88.4%	84.5%	88.3%
Teacher attendance rate	94.4%	Down from 95.1%	94.9%	95.0%
Average teacher salary*	\$43,925	Up 2.7%	\$45,947	\$48,193
Professional development days/teacher	6.7 days	Up from 6.5 days	10.4 days	11.0 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Up from 16.8 to 1	17.7 to 1	20.1 to 1
Prime instructional time	89.2%	Down from 90.5%	89.6%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	57.5%	Down from 98.9%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,747	Up 2.2%	\$8,594	\$7,364
Percent of expenditures for instruction**	74.0%	Up from 70.9%	66.5%	68.0%
Percent of expenditures for teacher salaries**	73.0%	Up from 68.4%	63.5%	66.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Crosswell Drive Elementary is a school that remains committed to providing an excellent education for our students. We desire for our children to be successful in life, and therefore, work to develop the whole child by focusing on the academic, social and artistic development of our children. In order to complete our mission, we continue to build relationships with our parents and community.

As we worked to increase student achievement in all areas, we specifically focused on ELA and Math. We completed several initiatives to reach our goals. Our faculty participated in professional development by revisiting some concepts from a previous book study to refine instructional techniques in Math. For ELA, we field tested and taught strategies to target our identified need in the area of building vocabulary. Additionally, we completed the second full year of implementing TAP, a teacher advancement system. In TAP, teachers participated in weekly professional development based on the school's instructional needs. Teachers also received formal observations and received feedback from the observer. Finally, teachers reflected on their teaching, identified a refinement area, and created an Individual Growth Plan to refine the identified area. This has been an effective way to identify instructional needs and improve them through in-house professional development. We also continued to support the artistic needs of our students by providing opportunities for self-expression through the arts. Throughout the year, students participated in such programs as Dance, Step and Cheer, CDE Choir and Hand bells. They also had several opportunities to showcase their talents by performing in the community. Performances include the Sumter Christmas Parade, Stomp the Yard, Music in Our Schools and a final performance at in our Fine Arts building to showcase the many talents that were developed throughout the year. In addition to our artistic accomplishments, one of our First Grade students won the Math Challenge competition for the district.

Along with the artistic opportunities, students participated in activities to develop leadership skills. Our K-Kids program, sponsored by the Kiwanis, participated in a leadership camp during the summer and continued to develop those skills throughout the year. The K-Kids tutored younger students and participated in a service learning project. Our students also developed leadership skills by participating in Student Council. One of their accomplishments was sponsoring a canned food drive where they collected several hundred food items that were donated to a local charity.

Crosswell Drive has continued to build relationships within the community and with our parents. We were adopted by Crosswell Baptist Church and by Grace Baptist Church and have benefited from their donations of supplies. We have also continued our relationship with the Crosswell Community Improvement Committee to help improve the community and build a relationship with the people of the Crosswell Community.

We have an open door policy and welcome parents and community members. We are proud of our accomplishments and are excited about the future.

Michael Riggins, Principal
 Lorri Delay, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	70	50
Percent satisfied with learning environment	100%	90%	74%
Percent satisfied with social and physical environment	100%	91.5%	80%
Percent satisfied with school-home relations	63.2%	91.6%	72.5%

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	49.8
Overall Grade Conversion	F

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Crosswell Drive Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	14.2%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.3%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	634.7	627.0	599.2	618.6	99.5	99.5
Male	630.4	628.7	606.1	624.5	100.0	100.0
Female	638.5	625.5	593.0	613.6	99.1	99.1
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	632.3	624.3	595.4	618.0	99.5	99.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	632.6	625.3	597.4	617.9	99.5	99.5
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	90	98.9	22.7	37.3	40	77.3
	4	79	100	40.3	40.3	19.4	59.7
	5	81	98.8	42.5	43.8	13.7	57.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	68	100	15.8	28.1	56.1	84.2
	4	73	98.6	47.6	38.1	14.3	52.4
	5	81	100	40	50	10	60
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2012	3	90	98.9	45.3	32	22.7	54.7
	4	79	100	47.8	38.8	13.4	52.2
	5	81	98.8	45.2	43.8	11	54.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	68	100	42.1	36.8	21.1	57.9
	4	73	98.6	44.4	34.9	20.6	55.6
	5	81	100	41.4	41.4	17.1	58.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2012	3	47	100	40.5	37.8	21.6	59.5
	4	79	100	56.7	40.3	3	43.3
	5	39	100	34.3	48.6	17.1	65.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	35	100	34.5	37.9	27.6	65.5
	4	73	98.6	50.8	42.9	6.3	49.2
	5	43	100	N/AV	N/AV	N/AV	50
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	47	100	32.6	37.2	30.2	67.4
	4	79	100	32.8	53.7	13.4	67.2
	5	42	97.6	N/AV	N/AV	N/AV	50
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	35	100	13.3	50	36.7	86.7
	4	73	98.6	30.2	54	15.9	69.8
	5	38	100	63.9	33.3	2.8	36.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	81	100	46.7	44	9.3	53.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	67	85.1	49	34.7	16.3	51
	4	75	100	53.7	43.3	3	46.3
	5	80	100	49.3	39.4	11.3	50.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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